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Better Data. Brilliant Insights.

Connecting the Value of Learning to Employment—Comprehensive Learner Record's Role in Institutional Effectiveness

Today's Presenters

Christopher Davis
VP of f Academic Services and Quality, University of Maryland Global Campus

Darragh McNally
Associate Vice President, University of Maryland Global Campus

Suzanne Carbonaro
Director of Academic Partnerships, HelioCampus

Agenda

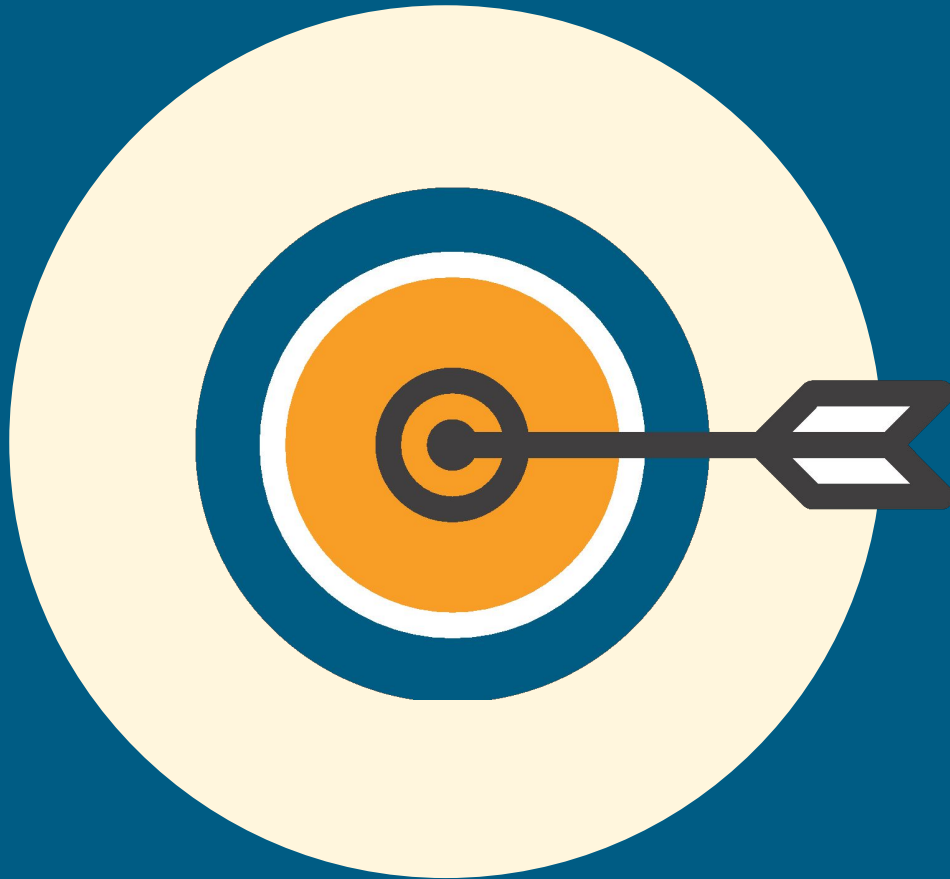|	
Contextual Alignment	15 minutes
Mentor by Letter	(Think, Pair, Share) (10 minutes)
Case Study	10 minutes
Mentor by Letter	(Think, Pair, Share) (10 minutes)
Case Study	10 minutes
Lessons Learned and Next Steps	10 minutes

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Session Outcomes

Identify how Comprehensive Learner Record will fit within your mission

Identify how CLR can be integrated into your assessment processes

Determine best approaches to starting a CLR initiative

Identify key stakeholders who can advocate and lead with you

Design your CLR blueprint with a timeline and milestones for you to take home

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175+ worldwide classroom and service locations

including on military bases in more than 20 countries and territories

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UMGC Enrollment

More than **95 percent** of enrollments are either online or in a hybrid format.
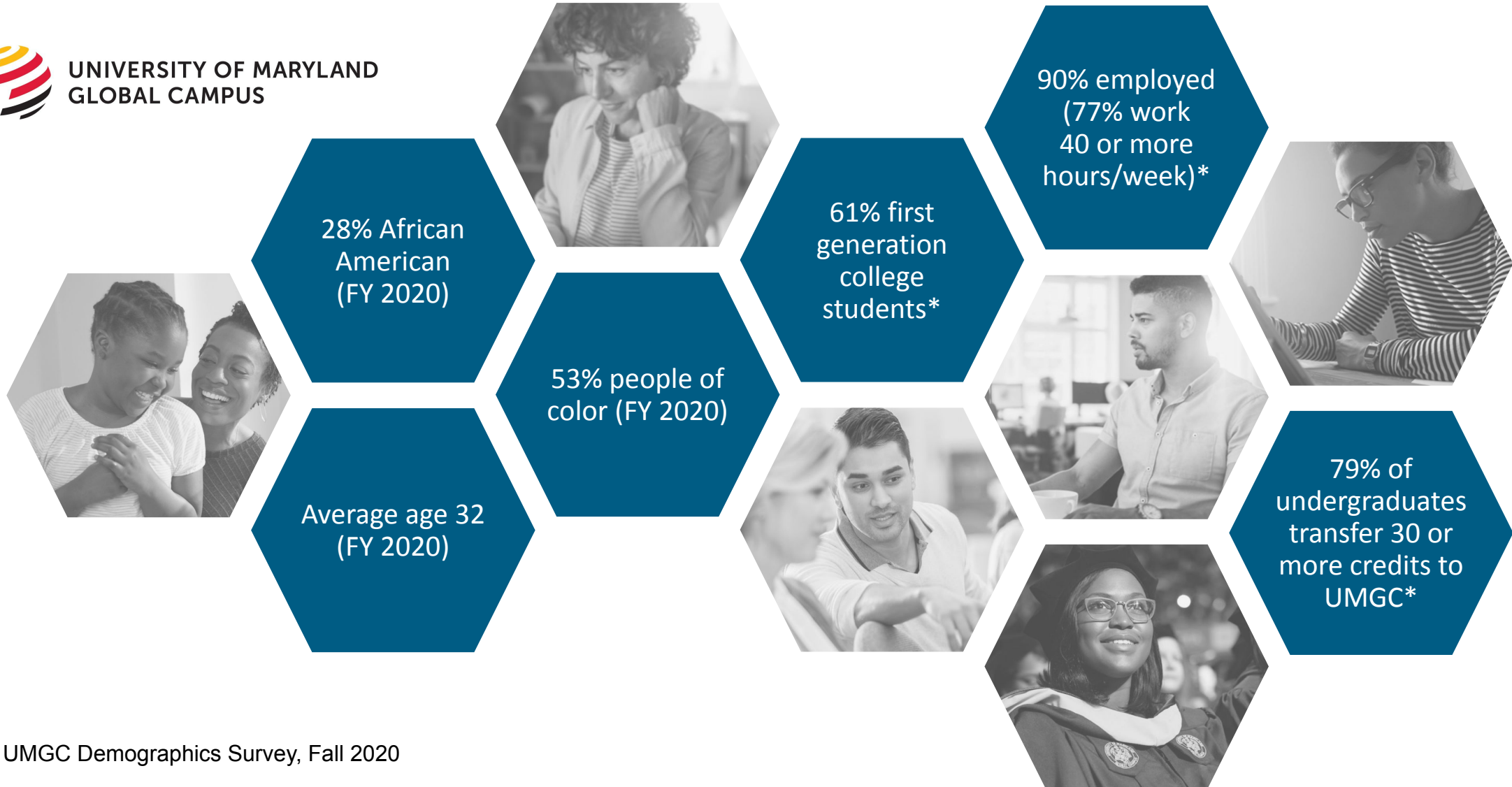
Fiscal Year 2020

90,661
students
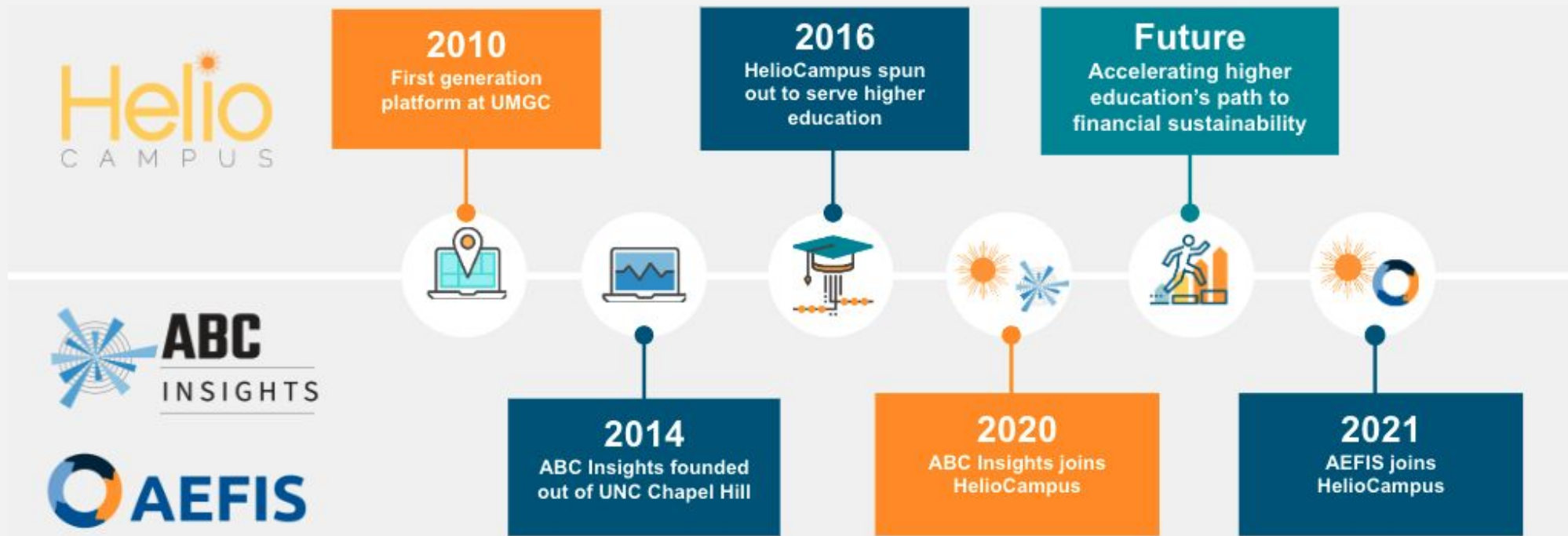enrolled

13,845
degrees and
certificates
awarded

332,069
course
enrollments

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Student Profile

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

28% African American (FY 2020)

53% people of color (FY 2020)

61% first generation college students*

90% employed (77% work 40 or more hours/week)*

Average age 32 (FY 2020)

79% of undergraduates transfer 30 or more credits to UMGC*

* UMGC Demographics Survey, Fall 2020

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Introduction: HelioCampus

Location: Offices in Bethesda, MD, Chapel Hill, NC & Philadelphia, PA

People: 150 employees serving more than 163 Institutions in 39 States and Canada

Programs: Assessment & Accreditation Management, Decision Support and Benchmarking Solutions

Internal and External Pressures Impacting Institutional Effectiveness

Institutional Effectiveness Evolution Drivers

Accreditation Bodies Under Scrutiny

- Greater focus on financial sustainability
- Expanded focus on student learning outcomes
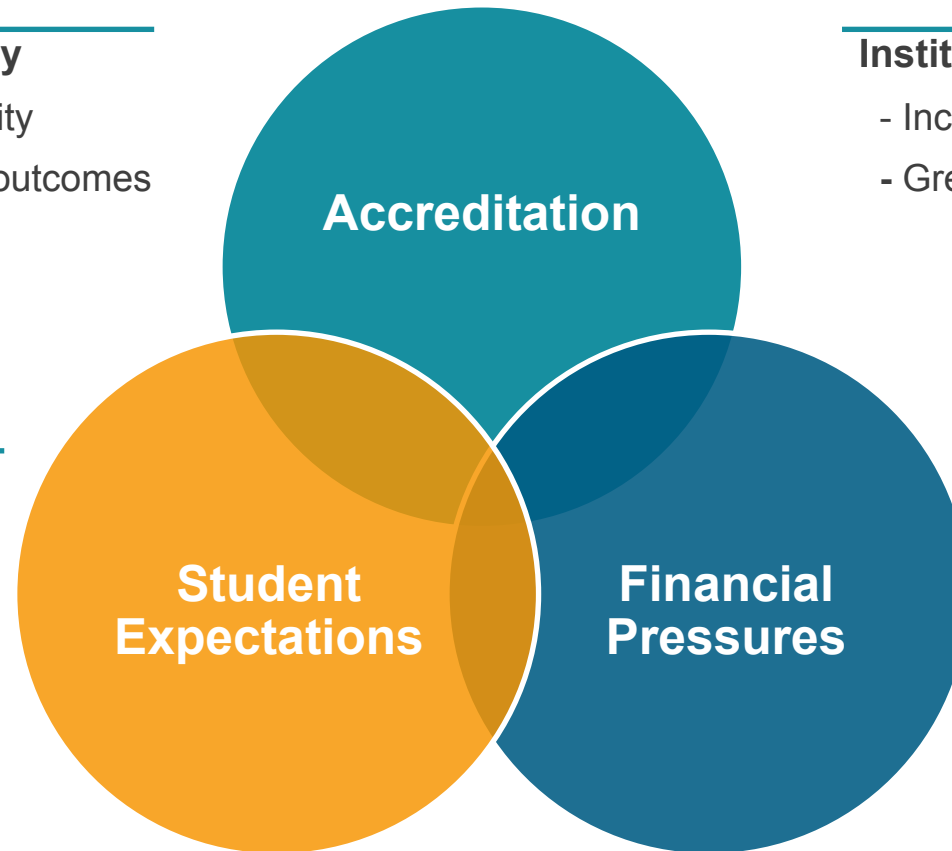
Institutional Requirements Expanding

- Increased focus on continuous improvement
- Greater need for institutional data

Accreditation

Student Expectations

- ROI of Degree
- Skills Articulation

Student Expectations

Financial Pressures

Cost Containment

- Increased Operating Costs
- Staffing Constraints
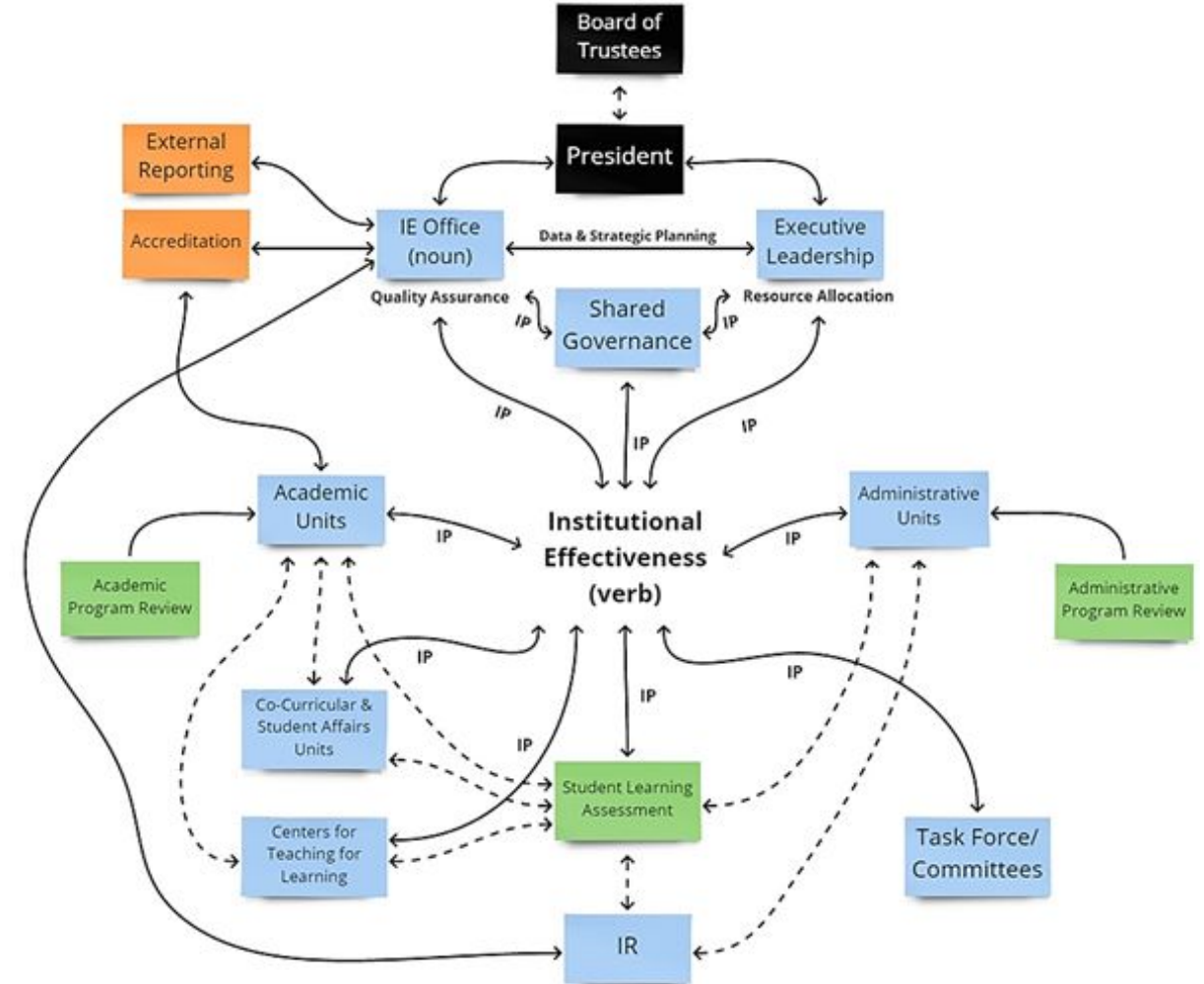- COVID-19 Impact

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IE as a:
- "noun" is part of the institutional infrastructure.
- "verb" is the act of demonstrating IE.

IE's relationship to integrated planning reflects IE's purpose as both a noun and a verb.

Integrated Institutional Effectiveness

Source: https://aalhe.scholasticahq.com/article/24571-integrated-planning-the-difference-that-makes-a-difference-in-institutional-effectiveness-over-time

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Curriculum

Curriculum is a plan of study and practice with its foundation entrenched with clearly defined learning outcomes. Curriculum include courses and learning experiences that can feed into a larger program or credential.

Examples: General Education Curriculum, Doctor of Pharmacy Curriculum, Secondary Social Studies Curriculum, Skills-Infusion Curriculum (Ball State University)

Characteristics of Effective Curricula

1. Treats learning goals as a promise to learners/students
2. Responsive to the needs of students, employers, and society
3. Holistic and coherent
4. Gives students ample and diverse opportunities to achieve its key learning goals (learning experiences)
5. Has appropriate rigor
6. Concludes with an integrative, synthesizing capstone experience
7. Research-informed strategies to help student succeed
8. Focused, simple and consistent

Source: Dr. Linda Suskie, Assessing Student Learning: A Common Sense Guide (2018)

Relationship Between Curriculum and Assessment

" The root cause of **assessment struggles** is often poorly articulated learning goals, a poorly designed curriculum or both."

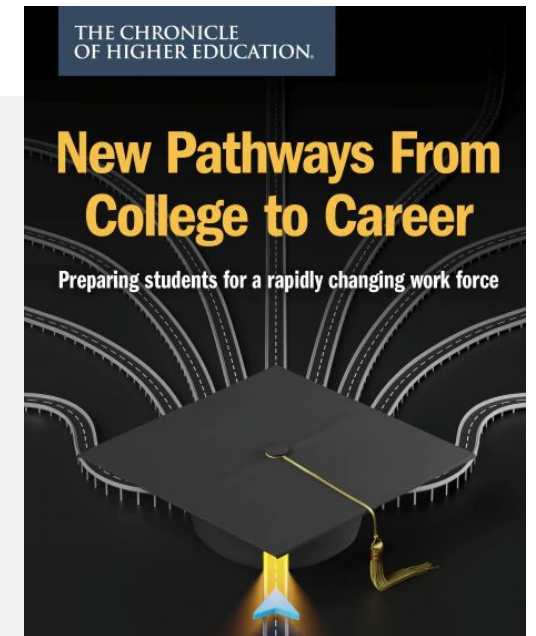Dr. Linda Suskie, Assessing Student Learning:
A Common Sense Guide (2018)

" As we move forward, we have to think about **how we look at our curriculum**, how we actually are able to **showcase the skills that students acquire through our curriculum**, how we allow our students to have the kind of **work-based learning opportunities that give them a competitive advantage**."

Dr. Michael Baston, President, Cuyahoga Community College

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Preparing for the The University of the Future

- Larger redesign of programs and pathways mapped to learner needs and skills gaps
- Digital credentials that stack into each other, providing learners many on and off ramps
- Responsive offerings to the learner and market demand through new combinations of existing and new content.

K-12 · Higher Education · Talent Leaders · Philanthropy · EdTech Suppliers

2022 IMS Digital Credentials Summit
Atlanta, Georgia, and Online
28 February – 2 March 2022

- How much of the change in today's work landscape is occurring within jobs.
- How the rapid evolution of skills places pressure on colleges to keep up.
- Why college graduates can no longer rely on their degree to accurately signal their fitness for a job.
- How colleges are pursuing innovative strategies, including integrating career education into the curriculum, connecting students with career networks, and ensuring equitable access to internships.
- Why the shift to remote work means that colleges' career offices may have to pick up even more of the responsibility of preparing new graduates to make the transition to work.

THE CHRONICLE OF HIGHER EDUCATION.

New Pathways From College to Career

Preparing students for a rapidly changing work force

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The connection between IE and IP

Four key indicators to watch:

1. **Financial Sustainability**
2. **Student Learning Outcomes**
3. **Organizational Synergy**
4. **Organizational Agility**

Strategic Planning

4 Institutional Effectiveness Indicators to Watch

Is your college or university on track to achieve its strategic goals? Taking the pulse of these four areas can identify problems that need attention or successes moving the institution forward.

By Jack Neill | 07/28/22

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Mentor by Letter

To what extent have you mapped your co-curricular and perhaps curricular experiences to skills and/or outcomes?

A. **Fully mapped**
B. **Only Some Curricular Experiences**
C. **Only Some Co-curricular Experiences**
D. **Skills? What's that?**

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Comprehensive Learner Record

AACRAO

" CLR seek to **capture, record, and communicate learning** when and where it happens in a student's higher education experience. This includes **learning outcomes** from courses, program and degrees, as well as experience they have outside the classroom that help develop their career ready skills and abilities."

American Association of Collegiate Registrars and Admissions Officers

EDUCAUSE

" Digital student records are evolving in ways that more fully document student achievements. One such form is the Comprehensive Learner Record (CLR), a **digital asset** that helps students both better understand their learning and share a verifiable record of their knowledge and accomplishments."

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Our assessment platform makes learning meaningful

"A CLR is what best represents your students and institution in terms of what is needed to support students so that they may reach their goals. At UMGC, we really want our document to serve students so that they may articulate skills and learning within the classroom and be able to say with confidence, 'this is what I have learned, this is how I learned it, and this is how I can apply it to the job opportunity that I am seeking'."

Insiya Bream, Registrar & Associate Vice President

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UNIVERSITY OF MARYLAND
GLOBAL CAMPUS

COURSE PROJECT
SUMMARY

Jessica Lynn Cumberland
JAN 1, 2021

MASTER OF BUSINESS ADMINISTRATION (MBA)

10 Projects Completed

Completed Projects

Current Projects

PRO 600

Apply Critical Thinking

Work as a Team

MBA 610

Project 1: Assessing Your Strategic Leadership Capacity and Potential

Project 2: Situation Audit

Project 3: Culture, Climate, and Ethical Decisions

Project 4: Implementing Virtual Teams

MBA 620

Project 1: Applied Economics for Managers

Project 2: Accounting for Managers

Project 3: Analyzing Financial Reports

Project 4: Finance and Investment Decisions

MBA 630 Leading in the Multicultural Global Environment

Project 1: Introduction to the Legal Environment of Business
In the first project, you will gather information, evaluate the legal questions raised by several cases, and provide a written assessment of, and rationale for, the likely outcomes.

Project 2: Making Decisions That Are Legal and Ethical
In this project, you will analyze complicated issues related to contracts, employment law, and potential civil and criminal liability that have arisen in various subsidiaries of a company. You will produce a report for executives at the company that includes specific recommendations of what action, if any, should be taken based on your analysis and conclusions.

Project 3: Leading Ethically and Legally at Home and Abroad
In this project, you will perform ethical and legal analyses of a business case and provide a report in which you present your analyses and recommendation about what actions, if any, HR should take.

Project 4: Structuring a New Business Venture
In this project, you will research the steps to create and manage a small business, as well as prepare a presentation for potential investors about the legal form and organizational structure for your new business.

Project 5: Managing a Global Business
In the final project in this course, you will work with a team to review several situations involving multinational businesses and evaluate the political, legal, and cultural factors involved. For each case, the team will make specific recommendations on what action, if any, that the CEO should take based on its analysis and conclusions.

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UNIVERSITY OF MARYLAND GLOBAL CAMPUS

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

GREATER WASHINGTON PARTNERSHIP

Jessica Lynn Cumberland
JAN 1, 2021

DIGITAL GENERALIST CREDENTIAL

Representing knowledge, skills, and abilities in the following areas:

- Data Ethics
- Data Security
- The Role of Data and Analytics
- Data Manipulation
- Data Visualization and Communication
- Probability and Descriptive and Inferential Statistics

In partnership with:

CAPITAL CoLAB

The Capital CoLAB (Collaborative of Leaders in Academia and Business) is a first-of-its-kind, multi-business, multi-university alliance committed to strengthening the Capital Region. This dynamic platform of 12 UNIVERSITIES AND 14 OF THE AREA'S LARGEST BUSINESSES allows educators and employers to address the topics that impact the region's students and workers most.

PAGE x OF x

Launch CLR

- Planning Began February 2020
- Launch June 1, 2021
- 6,000 CLRs awarded to date
  - 70% claimed (4214)
  - 10% shared on social media (454)

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Evaluation Methodology

- **Student**
  UMGC surveys

- **Alumni**
  Presentation and survey

- **Employers**
  Focus Group

A Guerilla Guide to Comprehensive Learning Records

Darragh McNally | Associate Vice President, University of Maryland Global Campus
Insiya Bream | Registrar and Associate Vice President, University of Maryland Global Campus

CLRs are not only going to support the move to a model of education where micro-credentials are embraced by institutions, but by employers as well.
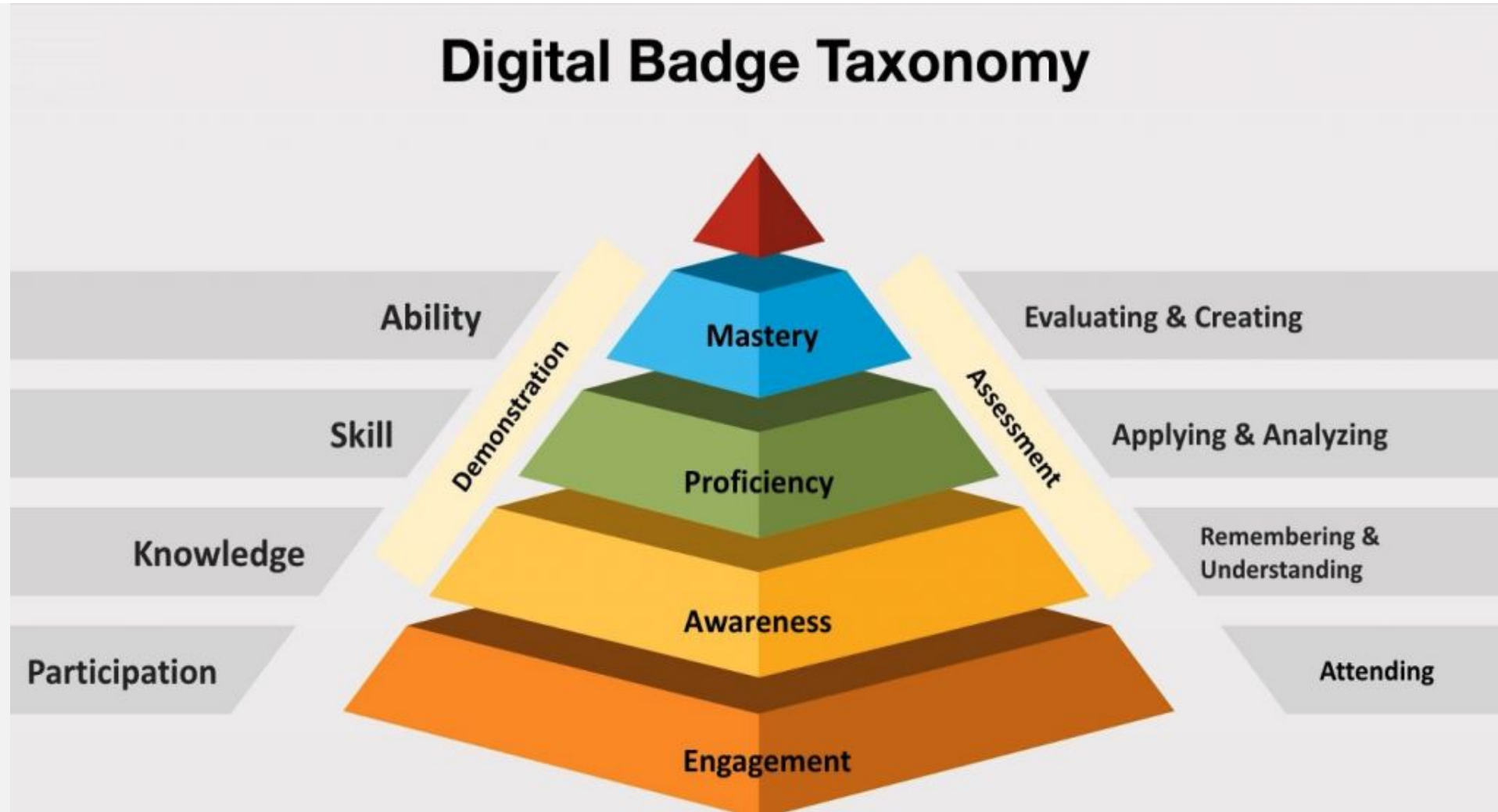
Source:
https://evolllution.com/programming/applied-and-experiential-learning/a-guerilla-guide-to-comprehensive-learning-records/

Mentor by Letter

How have you engaged your faculty/staff in curriculum mapping to skills?

A.   **At faculty development sessions**
B.   **As part of our program review process**
C.   **We have an initiative in the works**
D.   **On the to do list**

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The intersection between Bloom's and Skills Acquisition

Digital Badge Taxonomy

Ability — Mastery — Evaluating & Creating

Skill — Proficiency — Applying & Analyzing

Knowledge — Awareness — Remembering & Understanding

Participation — Engagement — Attending

Demonstration / Assessment

Source: Braxton, S. N. (2022). "Back to Basics: Defining a Digital Badge Taxonomy Using Cognitive Learning and Competency Frameworks" Evolllution.
https://evolllution.com/programming/credentials/back-to-basics-defining-a-digital-badge-taxonomy-using-cognitive-learning-and-competency-frameworks/

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Communicating with Faculty About Skills and Badging

Grand Challenges in Assessment

Vol. 3, Issue 2, 2022 · June 07, 2022 CDT

Empowering Metacognitive Learning in a Competency-Based Curriculum Through Comprehensive Learner Record

Andrew Wolf, Suzanne Carbonaro, Rebecca Wolf

Metacognitive learning · ePortfolio · competency-based learning · reflection · intervention

formative assessment · comprehensive learner record · Health professions education

Comparison of Traditional ePortfolios and CLR

	Traditional ePortfolio	Comprehensive Learner Record (CLR)
	A student-generated compilation of artifacts from academic coursework added to a web-based platform.	An automatic compilation of student work aligned to program learning outcomes and embedded in the curriculum.
	Often manual process of selecting and collecting artifacts to include.	An automated process in which artifacts are collected from the learning management system, aligned to rubrics, and linked to faculty grading and feedback.
	A summary of student work usually produced by the student at the end of a course or program.	A comprehensive collection of student learning collected in real-time.
	Evidence from assignments previously graded by instructors uploaded to a platform as summative assessment or program exit criteria.	Evidence from assignments with instructor feedback, providing formative assessment data to support student learning.
	Often does not include co-curricular and extracurricular activities.	Designed specifically to include co-curricular and extracurricular activities, with the ability to link these experiences to program learning outcomes.
	Often used to satisfy a requirement for accreditation, used in parallel with a summative reflection.	Built on the foundation of a learning framework, the CLR autogenerates evidence for students to reflect on learning in real-time
	Provides opportunities for students to make sense of their learning retrospectively.	Provides opportunities for students to make sense of their learning in real-time.

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Ball State University

The Skills Infusion Program

Academic-year, full-time Ball State faculty members and cocurricular staff are invited to apply for a training and collaboration experience. The goals are to help students better articulate transferrable skills learned in concert with learning outcomes and course content and to provide a gap analysis tool which students can use to reflect on skills not yet practiced or learned.

The Skills Infusion Program takes place over the course of one semester via large group workshops. Faculty members, staff, alumni, and employer partners, and Career Center representatives work together by reviewing course syllabi and mapping course outcomes to the National Association of Colleges and Employers' (NACE) career readiness competencies.

NACE Competencies:

1. Career and Self Development
2. Communication
3. Critical Thinking
4. Equity and Inclusion

5. Leadership
6. Professionalism
7. Teamwork
8. Technology

159 Ball State Faculty and Syllabus Impacted | **7** Cocurricular Staff | **67** Alumni Employers

Source: Ball State University Skills Infusion Program
https://www.bsu.edu/about/administrativeoffices/careercenter/programs-services/skills-infusion-program#

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Ball State University

Source: Ball State University Skills Infusion Program
https://www.bsu.edu/about/administrativeoffices/careercenter/programs-services/skills-infusion-program#

Identify and Align Educational Experiences to Skills

A Model for the Future? *A Stackable Credentials Pathway*

A stackable credentials pathway allows for competencies to be converted into courses that build up into for credit or non credit programs

Graphic Courtesy UPCEA, "An Update on Microcredentials and Digital Badges," September 2020

Source: AACRAO Alternative Credentials Workgroup Report (2022)
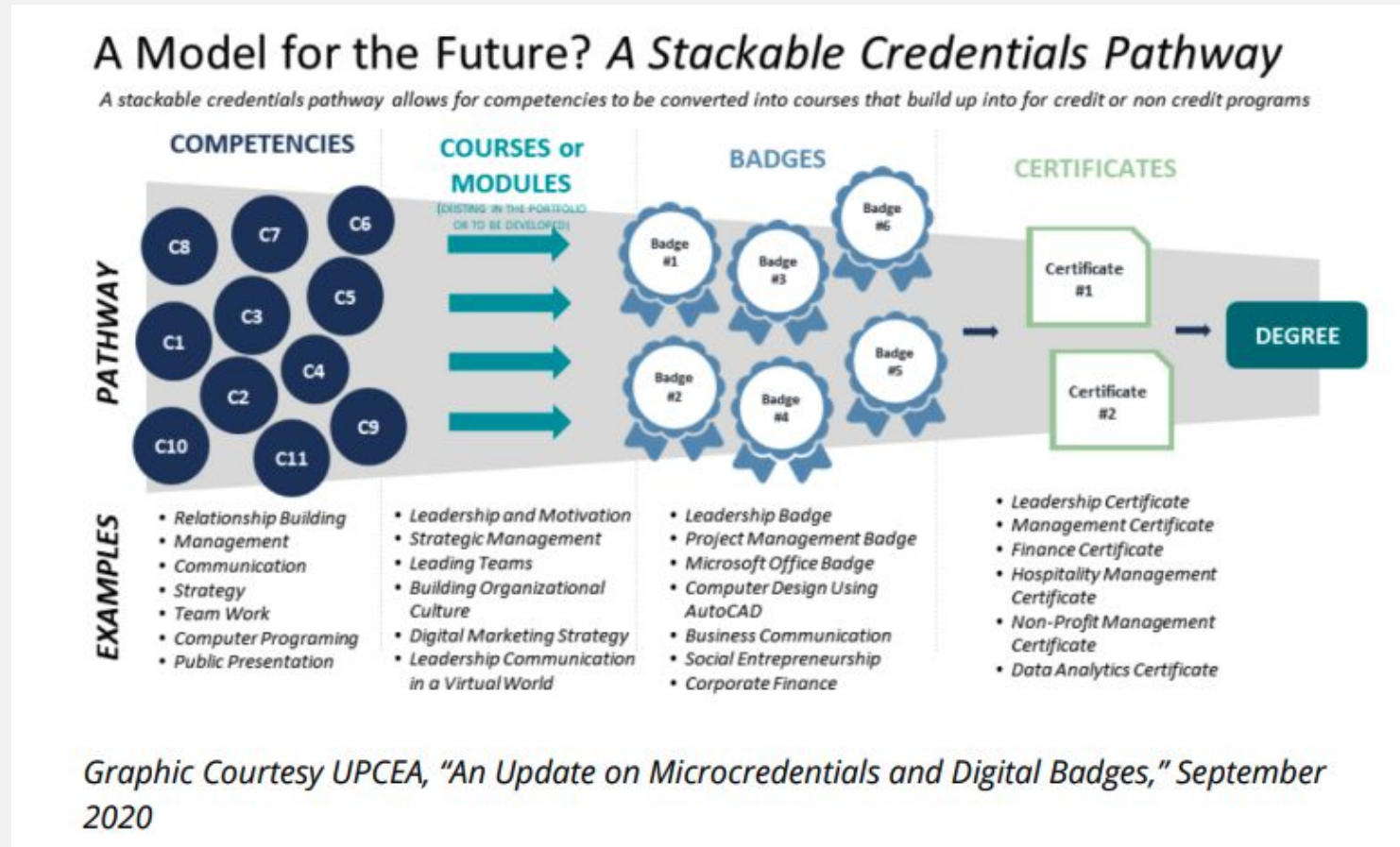
Microcredential/CLR Planning Logic Model

Based on Assessment Logic Model (Finley, 2019)

How will this initiative impact stakeholders?

Courses, co-curricular, experiential, prior learning assessment; learners, faculty and employers

IMPACT	Outcomes	Outputs	Inputs
Mission and Vision: Why are we doing this? Who needs to know our progress?	Short-term Intermediate Long-term	What activities will be included as evidence? Where will these activities come from? Who will take part?	What resources are needed to facilitate activities to produce results? What stakeholders need to be involved?

What will success look like?

Human capital, software, time

Change Leadership Theory

Kotter identified 8 key steps to lead change
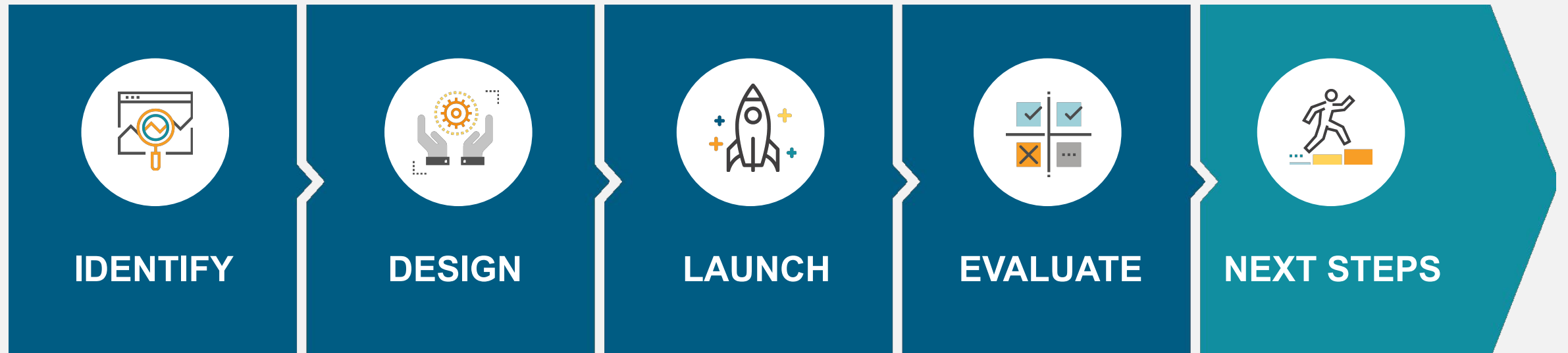
1 Create a sense of urgency

2 Building a guiding coalition

3 Form a strategic vision and initiatives

4 Enlist a volunteer army

5 Enable action by removing barriers

6 Generate short-term wins

7 Sustain acceleration

8 Institute change

Source: John Kotter's 8 Steps of Change https://www.kotterinc.com/8-step-process-for-leading-change/

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Stakeholder Roles

Needs	Stakeholders
Institutional Mission/Vision Alignment	Academic Affairs (Provost, Institutional Effectiveness)
Outcomes and Expectations of CLR	Program Coordinators, Faculty, Student Affairs, Experiential Learning, Employers
Learning Activities and Experiences to include in CLR	Assessment leaders, instructional technology, registrar and departmental coordinators of assessment and activities to liaise with faculty and staff, including deans and department chairs.
Clear CLR Communication Plan for faculty, staff and students	Student leaders, department chairs and deans, assessment leaders

Premier Reference Source

Credential Innovations for Inclusive Pathways to Professions

Source: *Comprehensive Learner Record as a Vehicle for Assessment and Learning Transparency in a Skills Economy*
S. Braxton, S. Carbonaro, and N. Jankowski. Handbook of Research on Credential Innovations for Inclusive Pathways to Professions. 2022

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UMGC Blueprint to CLR

IDENTIFY · **DESIGN** · **LAUNCH** · **EVALUATE** · **NEXT STEPS**

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How measure student learning?

Types of Evidence

Indirect measures
- Observable behavior
- Surveys
- Focus groups
- Interviews

Students
Psycho-demographic Segmentation

Direct measures
- Tests/Exams
- Papers/Projects with Rubric
- Portfolios with Rubric

Program Learning Goals Mapping

Institutional Learning Goals

Degree Qualifications Program

Program Learning Goals

Courses

Key Assignments

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Let's Keep in Touch

Christopher Davis
VP of f Academic Services and
Quality, University of Maryland
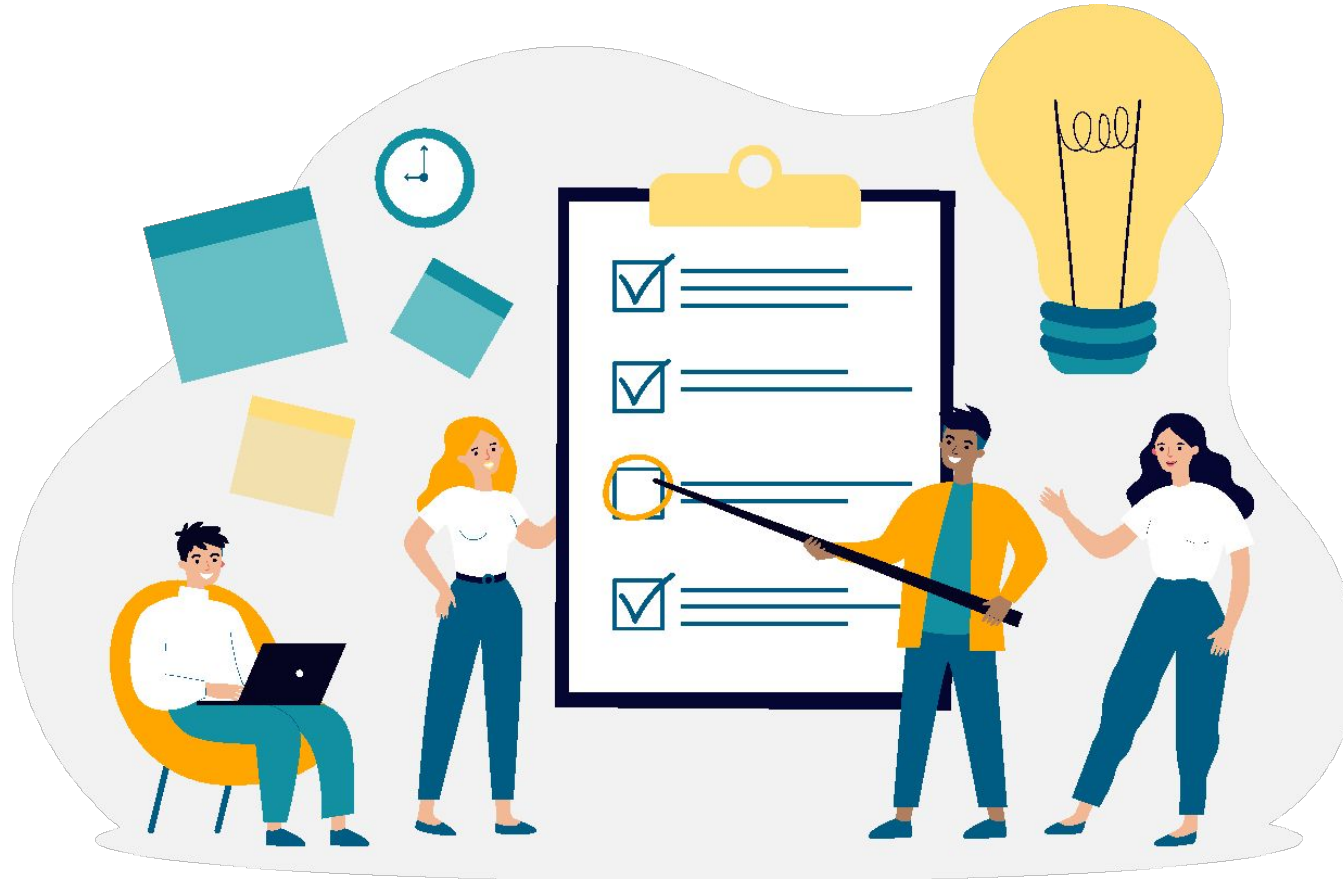Global Campus
christopher.davis@umgc.edu

Darragh McNally
Associate Vice President,
University of Maryland
Global Campus
darragh.mcnally@umgc.edu

Suzanne Carbonaro
Director of Academic Partnerships,
HelioCampus
suzanne.carbonaro@heliocampus.edu

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Skills-based transcripts better demonstrate the value of degrees

Learn More:
https://www.heliocampus.com/blog/skills-based-transcripts-better-demonstrate-the-value-of-degrees

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Questions?

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Thank you

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